DOCUMENT RESUME

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ABSTRACT

The described inservice teacher education materials are designed for elementary teachers and school administrators interested in learning to observe and interpret behavior patterns involved in the development of reading skills. The scope and sequencing of topics in this learning module are outlined as well as the activities and resources involved in use of the product. Ordering information and a program critique are included. (JD)

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DESCRIPTION OF TEACHER IN-SERVICE EDUCATION MATERIALS

A. SUMMARY INFORMATION

Title: PROTOCOL MATERIALS IN DEVELOPMENTAL READING

Publication Date(s): June 1974; revised July 1975

Intended Users: Elementary teachers and school administrators interested in illustrated concepts in the development of reading

Grade Level(s): K-8

Number: Individual or group

Primary Focus: Observing and interpreting behavior patterns involved in reading are highlighted.

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School subject(s) and/or in-service topic(s) covered:

The program covers many important concepts which are most commonly used to develop reading in the elementary grades. These cover specific skills such as reading readiness, letter identification, phonic analysis, vocabulary expansion and word identification cues. Assessment and interpretation of reading behaviors are covered in word-by-word oral reading, individual reading rates, oral-silent reading, misassociations in reading and eye-voice span.

What participant does in using the materials:

The participant takes part in an inservice program of reading development covering all or parts of this material as selected by the sponsors. Each of the ten topics of the course covers rationale, development of the format of the film, suggested objectives and discussion topics. The participant listens to the instructional material, views the film and participates in the follow-up.

Resources:

The program consists of ten 16mm black-and-white sound films. An instructor is necessary to the program. The Instructor's Manual contains a total overview of the course, material to be used with the films and evaluative discussion material. Each of the films runs between 10 to 30 minutes. Approximately 6 to 8 hours should be allowed for the total program. A 16mm sound projector is necessary for viewing.

Describer critique:

This is a very thoroughly developed program. A good part of its success will be dependent upon the instructor who will have to devote some time to developing the total course. The Instructor's Manual is a 75-page book with the program clearly presented. Where this is accomplished as suggested, the program should be a well-put-together inservice training.

Price Range: oral reading - phonics - reading readiness - word recognition - vocabulary

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B. IN-DEPTH INFORMATION

Title: PROTOCOL MATERIALS IN DEVELOPMENTAL READING

Publication Date(s): June 1974; revised July 1975

Intended Users: Elementary teachers and school administrators interested in illustrated concepts in the development of reading

Grade Level(s): K-8

Number: Individual or group

Primary Focus: To observe and interpret behavior patterns involved in reading are the main foci of the product.

1.0 PURPOSES:

The Instructor's Manual suggests:

"The purpose of the films is to illustrate behavior rather than to prescribe methods of teaching. The project is an attempt to offer the sort of experience in concentrated episodes which will heighten the significance of pupil behavior, behavior which is critical in observation and interpretation of children's progress in developmental reading."

"Children were filmed at various stages of reading development where they were learning many of the skills, understandings and attitudes involved in the art of reading. These patterns which were most significant were retained. Viewers are, therefore, able to see a range of patterns which might take months or years to observe in actual classrooms. They are given in concentrated form, the sort of experience which only the long-time practitioner has acquired."

The program endeavors to illustrate selected concepts in developmental reading.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended:

The program includes 10 black-and-white sound films, an instructor's manual and a participants' manual. A 16mm sound projector is necessary for viewing. An instructor is necessary to facilitate the program. Segments can be used as the needs of the students dictate.

5.2 Distributor name/address:

National Resource and Dissemination Center
Division of Educational Resources
University of South Florida
Tampa, Florida 33620

(813) 974-2875

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
PROTOCOLS IN DEVELOPMENTAL READING				
(12 sound films)	$980.00		1 each	yes
Instructor's Manual				
Participants' Manual				

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

William H. Heiner, Bucknell University

Lee S. Wilson, Bucknell University

The productions were made possible by funds from the Bureau of Educational Personnel Development, U.S. Office of Education.

6.2 How developed and when:

Dr. William Heiner of Bucknell University developed these films in an effort to simply illustrate behavior as distinct from developing skills. He included with this program manuals to guide both viewers and instructors using the material. These films were first developed in the early 1970s, followed by the coordination with the manuals for formal instruction.

6.3 Evidence of effectiveness with users:

The protocols have been reviewed by large numbers of persons concerned with the various facets of professional education. A five-question reaction sheet was given to the viewers (classroom teachers, remedial teachers, reading supervisors, college instructors, preservice teachers). The data was cumulative during a two-year period from September 1972 to to September 1974. The tables reflected positive reactions. A field trial with preservice teachers during the spring semester of 1973 was conducted at Lock Haven State College, Pennsylvania. Results were also positive. The results of these evaluations are contained in the Instructor's Manual.

2.0 CONTENT — Scope and Sequencing of Topics:

The concepts selected were those the producers found most commonly used. The films and topics can be divided into two broad categories.

The first category contains those films which deal with specific skills and understandings which the reader must acquire during the process of learning to read. The five films in this group are:

--Informal Reading Readiness (25 min.)
--Letter Identification (12 min.)
--Phonic Analysis (25 min.)
--Vocabulary Expansion (20 min.)
--Word Identification Cues (28 min.)

The second category consists of five films which are concerned with assessment and interpretation of behaviors which are indicators of normal or abnormal development. Comparison of readers at different levels of maturity are presented. This group includes:

--Word-by-Word Oral Reading (6 min.)
--Individual Reading Rates (23 min.)
--Oral-Silent Reading (15 min.)
--Misassociations in Reading (15 min.)
--Eye-voice Span (15 min.)

Neither category is mutually exclusive and relevant material can serve with any other in any way so desired. This sequence is only suggested for better understanding the material available.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main in-service activities:

The instructor introduces the material to be covered and the participants view t' appropriate film. A manual accompanying the program further develops the viewed material. Discussions, lectures, and a series of simulated exercises are included with each topic. Film time varies from 10 to 25 minutes per film. Enough time should be allowed for development of the program, probably allowing 3/4 to 1 hour per topic. The total program would run approximately 6 to 8 hours.

3.2 Help given in use of product:

The films are clear, well-produced material. The manual for the instructor presents all of the material that will be needed to handle the course. The Participants' Manual is less comprehensive but informative as a guide.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

The evaluation is accomplished at various points throughout the program. Questions for general discussion are offered and review material suggested. There is no formal evaluation included.

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Washington, D.C. 20036

C. DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

This material is appropriate for school inservice programs or for review by school administrators. An instructor is required. This must be kept in mind, allowing the instructor sufficient time to prepare for this. The instructional material is equally as comprehensive as the films. The subjects covered are adaptable to any elementary program.

The technical quality is good.

Content accuracy/social fairness/community acceptance issues:

The material presents an accurate coverage of its topics. The development is good.

There is no evidence of race, sex or ethnic bias.

There should be no problem of community acceptance.

Overall summary/comment:

This material is a very comprehensive coverage of the development of reading throughout the elementary program. It is very condensed and very informative; it does require total attention on the part of the viewers. The instructor will play a large role in the program so schedulers must recognize this as an integral part should they choose to present this program. If it is presented as suggested, it could prove to a valuable aid to teachers who are looking for better ideas in their reading programs and for administrators who need to better understand the problems involved in reading instruction.

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